THE EFFECTS OF WATCHING AMERICAN TV SERIES ON TERTIARY LEVEL EFL LEARNERS' USE OF FORMULAIC LANGUAGE

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"*The greatest wealth is health*."

Virgil

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ABSTRACT

THE EFFECTS OF WATCHING AMERICAN TV SERIES ON TERTIARY LEVEL EFL LEARNERS' USE OF FORMULAIC LANGUAGE

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M.A. in Teaching English as a Foreign Language
Supervisor: Asst. Prof. Dr. Deniz Ortaçtepe

June 2014

This study investigates the effects of watching an American TV Series, *How I Met Your Mother (HIMYM)*, on tertiary level English as a Foreign Language (EFL) learners' use of formulaic language. The participants were 66 Upper Intermediate level students studying at Akdeniz University, School of Foreign Languages, Intensive English Program. The study employed an experimental and a control group. At the beginning of the study, both groups were administered a pre-Discourse Completion Test (DCT) to determine their knowledge of formulaic language. After the pre-test, the experimental group received formulaic language training through watching an American TV Series *HIMYM* while the control group received a traditional training of formulaic language without watching any American TV Series. At the end of the 3-week training, both groups were given a post-DCT to see if they have developed their use of formulaic language. After a two-week interval, both groups received a recall-DCT to check the long term effects of formulaic language training.

The findings revealed that, both the experimental and the control groups have made progress in their use of formulaic language at the end of the formulaic language training. However, the experimental group's development is statistically much higher

than that of the control group in the recall-DCTs, which indicates the long-term effects of watching an American TV Series *HIMYM*. The findings revealed that formulaic language training through watching American TV Series is effective in improving the students' formulaic language use in the long term. This finding confirms the previous literature which emphasizes the influence the use of authentic media tools has on foreign language acquisition.

The present study has filled the gap in the literature on formulaic language use by suggesting the use of an American TV Series *HIMYM* as a source to develop EFL learners' formulaic language use. This study gives the stakeholders; the administrators, curriculum designers, material developers, and teachers the opportunity to draw on the findings in order to shape curricula, create syllabi, develop materials, and conduct classes accordingly.

Key words: formulaic language, develop, use, EFL, American TV Series

ÖZET

AMERİKAN TV DİZİLERİ İZLEMENİN YÜKSEKÖĞRENİM DÜZEYİNDE YABANCI DİL OLARAK İNGİLİZCE ÖĞRENENLERİN KALIP İFADELERİ KULLANMASINA ETKİLERİ

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Bu çalışma, Amerikan TV dizileri izlemenin yükseköğrenim düzeyinde yabancı dil olarak İngilizce öğrenenlerin kalıp ifadeleri kullanmasına etkilerini incelemektedir. Katılımcılar, Akdeniz Üniversitesi Yabancı Diller Yüksekokulu, İngilizce hazırlık programında orta düzey üzeri seviyede öğretim gören 66 öğrencidir. Bu çalışmada bir deney ve bir kontrol grubu kullanılmıştır. Çalışmanın başında her iki gruba kalıp ifadelerle ilgili bilgi seviyelerini ölçmek amacıyla bir ön test uygulanmıştır. Ön testin ardından, deney grubu Amerikan TV dizilerini izleyerek kalıp ifadelerle ilgili eğitim alırken, kontrol grubu dizi izlemeden, kalıp ifadelerle ilgili eğitim almıştır. Üç haftalık eğitimin sonunda, kalıp ifadelerle ilgili bilgilerinin gelişip gelişmediğini görmek amacıyla tüm gruplara bir son test uygulanmıştır. İki haftalık bir aradan sonra, kalıp ifadelerle ilgili eğitimin uzun sureli etkilerini ölçmek amacıyla her iki gruba da bir hatırlama testi uygulanmıştır.

Bulgular, kalıp ifadelerle ilgili eğitimin sonunda hem deney hem de kontrol gruplarının kalıp ifade kullanımlarını anlamlı bir biçimde geliştirdiklerini göstermiştir. Ancak, deney grubu kontrol grubuna göre hatırlama testinde istatistiksel olarak daha anlamlı bir gelişim göstermiştir ki bu anlamlı gelişim, Amerikan TV dizilerini izlemenin uzun süreli etkilerini vurgulamaktadır. Bulgular, Amerikan TV dizileri izleyerek alınan kalıp ifade eğitiminin katılımcıların kalıp ifade kullanımını uzun süreçte olumlu etkilediğini göstermiştir. Bu bulgu, literatürde özgün medya araçlarının kullanımının yabancı dil edinimi üzerindeki etkisini vurgulamaktadır.

Bu çalışma, yabancı dil olarak İngilizce öğrenenlerin kalıp ifade kullanımlarını geliştirmek amacıyla Amerikan TV dizilerini kaynak olarak kullanmayı önererek literatürdeki boşluğu doldurmuştur. Çalışmanın sonuçları, yöneticiler, müfredat geliştirenler, materyal hazırlayanlar ve öğretmenler gibi ilgililere müfredat şekillendirmek, izlence hazırlamak, materyal geliştirmek ve dersleri bunların doğrultusunda uygulamakta faydalanmak için olanak sunmaktadır.

Anahtar sözcükler: kalıp ifadeler, geliştirmek, kullanmak, yabancı dil olarak İngilizce öğrenimi, Amerikan TV dizileri

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CHAPTER I: INTRODUCTION

Introduction

Recently, there has been a great interest in studies targeting the phenomenon of formulaic language. Since formulaic language is regarded as a fundamental part of language acquisition and production, it has gained much popularity in first and second language acquisition studies. There have been so many attempts to label and categorize formulaic language that now the field seems to own a huge amount of definitional and descriptive terminology which often causes ambiguity among stakeholders. Wray (2002) claims that different terms have been used for the same phenomenon, the same term for different phenomena, and completely different starting points have been taken to identify formulaic language. Of all the terms presented in the field up to now, there is one agreement which holds the common ground; that is, formulaic language units are made up of separate parts but learned or stored as single words as if they were attached to each other (Kecskes, 2000, 2007; Nattinger & DeCarrico, 1992; Wray, 1999). These units are ready-made chunks, multiword lexical units and since they are processed and stored as a whole in long-term memory, they are claimed to be necessary for first and second language acquisition and production (Wood, 2002). Multi-word collocations, fixed expressions, lexical metaphors, idioms, and situation-bound utterances are all considered as units of formulaic language (Howarth, 1998; Wray, 1999, 2002, 2005; Kecskes, 2000).

As formulaic language units are fundamental parts to fluent or native-like language production, there has been a growing body of research investigating the case in native and nonnative speakers. However, studies conducted in Turkey do not provide a consistent picture of formulaic language use in English as a foreign language (EFL) context. How Turkish EFL students at tertiary level notice formulaic language, how they learn and use it is still a subject that is yet to be explored. As in any other EFL contexts, Turkish EFL students might have a limited exposure to English in their natural environments, so they might fail to learn formulaic language as efficiently as single words. Although formulaic language units make up a significant amount of target language, the ways to integrate formulaic language into the classroom pedagogy have not been explored completely. The use of authentic mass media products in EFL classes might be an alternative way to introduce formulaic language use in the target language. Among the authentic mass media, American TV series might be rich sources of formulaic language as they are compatible with daily life in the target culture.

The need to explore formulaic language has given momentum to this study which aims to investigate the effects of watching an American TV series, *How I Met Your Mother (HIMYM),* on tertiary level EFL learners' use of formulaic language.

Background of the Study

Formulaic language can be defined as multi-word collocations which are stored and used as a whole. Formulaic language use is considered to be the key to native-like language as it is necessary for fluent language production. Formulaic language includes fixed phrases and idiomatic chunks such as *on the other hand, all in all,* or *hold your*

horses and the use of these units are believed to play a significant role in language acquisition and production (Wood, 2002). Formulaic language units have been the subject of an increasing number of research. As Wood (2002) states:

> Although formulaic language has been largely overlooked in favor of models of language that center around the rule-governed, systematic nature of language and its use, there is increasing evidence that these multiword lexical units are integral to first- and second language acquisition, as they are segmented from input and stored as wholes in long-term memory. They are fundamental to fluent language production, as they allow language production to occur while bypassing controlled processing and the constraints of short term memory capacity. (p. 1)

Formulaic expressions are basic units in fluent language acquisition and production. Although these formulas are regarded by some as creative language units, they are more often treated as the natural utterances of native speakers in certain contexts (Pawley & Syder, 1983). Thus, formulaic language incompetency may lead to communication breakdowns in native - nonnative interactions (Kjellmer, 1990). Therefore, achieving the correct use of these formulas is the key to acquire native-like language production (Prodromou, 2008).

There has been a great deal of research about formulaic language acquisition. Bahns, Burmeister, and Vogel (1986) concentrated on the L2 acquisition process of a group of children and found evidence of formulaic language use. There were two specific pragmatic elements determining the use of these formulaic expressions by the children: situational contexts where formulaic use were needed, and frequency of

occurrence of the formulaic expressions. When the acquisition of formulaic language in adults in L2 context is examined, the case seems more complicated than that of children. For instance, several longitudinal studies have been conducted and it was discovered that unlike children, adults do not use formulaic language extensively, and when they do, they do not seem to use it to improve their L2 language proficiency, but to use it more as a production strategy as well as to economize effort and attention in spontaneous communication (Yorio, 1980; Wood, 2002). Although their goals are distinct in terms of use, more or less, both children and adults seem to use formulaic language in their L2 acquisition process.

In addition to these studies focusing on the acquisition and/or use of formulaic language, stakeholders in English language teaching have been searching for new ways to teach formulaic language with the help of innovations in technology. In the heart of technology, media has the greatest role to shape any aspect of life including education. There is no doubt that media has a great influence on educational settings as it is an invaluable resource for stakeholders in terms of providing the classroom environments with authentic, audiovisual materials such as videos. It is generally believed that videos facilitate learning with the use of visual information to enhance learners' comprehension of the target language by simply providing them with gestures, mimics, facial expressions, and other aspects of body language that accompany speech. There has also been tremendous amount of studies in the field, investigating the significance of TV series, another form of videos, in language teaching (Liontas, 1992; Alcon, 2005). TV series provide learners with real life conversations visually and auditorily, and their

implications in the teaching process make the classroom more like the target culture environment. Thus, any aspect of productive skills might be covered more easily. Namely, oral communication competencies and/or target interactional skills might be achieved in a more meaningful environment. Besides contributing to all these productive skills, the use of TV series might also enhance vocabulary learning. For instance, a research has shown that viewers who watch L2 TV programs may have a better comprehension and increased vocabulary learning from television than viewers who watch fewer programs (Koolstra & Beentjes, 1999). Then in the light of the previous studies, the use of American TV series might also contribute to the acquisition, production, and development of the fundamental units of the language called as formulaic language.

Statement of the Problem

Recently, there has been an increased interest in formulaic language studies. As formulaic sequences are fundamental parts to fluent or native-like language production and are claimed to make up a large amount of any discourse, there have been several studies to calculate the amount of these sequences in language (Altenberg, 1998; Erman & Warren, 2000; Foster, 2001). The wide use of formulaic language does not seem to create breakdowns in communication between native speakers of English language; however, due to the limited exposure to the target language, it leads to problems for nonnative speakers of English. Since formulaic sequences make up a very significant amount of communication in English language and English as a foreign language (EFL)

learners are generally exposed to minimal English in their daily lives, they notice formulaic sequences less and fail to learn them as efficiently as single words (Wray, 2000). Thus, it is claimed that full mastery in formulaic language acquisition often takes years for nonnative speakers of English (Kuiper, 2004). Besides the full mastery, nonnative speakers of English also seem to be selective in their use of formulaic language. For instance, according to Wray (2002), a nonnative speaker of English can only learn to prefer formulaic sequences which are the usual forms in a given speech community by observation and imitation. Furthermore, sociolinguistics aspects of formulaic language have also been explored from the perspectives of nonnative speakers of English. For instance, in her doctoral dissertation, Ortactepe (2011) examined the linguistic and social progress of Turkish international students as a result of their conceptual socialization in the U.S and the quantitative findings of her study revealed that the acquisition of formulaic language follows a non-linear, U-shaped process via trial-and-error, L1 transfer, and overgeneralization. Also, her study revealed that Turkish participants used less formulaic language than native speakers of English, which indicates that EFL learners seem to have great difficulty in formulaic language acquisition and use. With respect to this, the formulaic language of EFL learners seems to lag behind the competence in other linguistics aspects, too, for instance, idioms are often left out of the speech addressed to L2 learners (Irujo, 1986; 1993). Findings of all these previous studies reveal that there is still much to be done in the field to cover the importance of formulaic language comprehension and use. Considering this, there is a need to explore formulaic language use in the context of EFL with a greater depth.

The need to explore formulaic language use in EFL contexts not only stresses the significance of formulaic language but also the need to integrate it into the classroom pedagogy. There have been various researchers who attempted to address this issue of formulaic language use in the classroom. For instance, Nattinger and De Carrico (1992) wrote a book about classroom implications of formulaic language, while Lewis (1997) and Willis (1990) introduced syllabi and methodologies highly based on formulaic language. All of them were invaluable attempts to suggest ways to integrate formulaic language into the classroom curricula. However, formulaic language use at university preparatory programs in Turkey has not been explored completely. Like in any other EFL contexts, due to the lack of rich input and less exposure to the target language, Turkish EFL learners might notice formulaic language and sequences less and fail to learn them as efficiently as single words. Thus, English language teachers should feel the need to understand and cover the importance of formulaic language comprehension and use and should find ways to introduce formulaic language samples through different activities to make EFL learners familiar with the use of formulaic language. Then they may develop a better understanding of formulaic language and use it more frequently in their conversations. In that sense, the present study will address the following research question:

1. How do ‘Formulaic Language Training with American TV Series’ and ‘Formulaic Language Training without American TV Series' groups differ from each other in their use of formulaic language in;

   a) pre-DCTs?

   b) post-DCTs?

   c) recall-DCTs?

Significance of the Study

There has been a growing body of research investigating formulaic language among native and nonnative speakers of English recently. The literature has offered many studies investigating the case within the perspectives of nonnative speakers of English from other cultures, whereas the studies conducted in Turkey are far more limited. Since EFL learners are less exposed to English language in their natural environment, they may not be as competent as native speakers of English in their use of formulaic language. The problem of this limited exposure to the target language and its negative influence on formulaic language use may be addressed via media access, since it is diverse as well as easy to reach and use. Among the mass media, it is claimed that television has the greatest impact on the present culture (Signes, 2001). Considering this, native media products might be a good source for learners who lack exposure to the target language. In that sense, American TV series might be a rich source of formulaic language for nonnative speakers of English. Thus, this study, which intends to explore the possible benefits of exposure to American TV series on Turkish EFL learners’

formulaic language use, may contribute to the existing literature by giving further insight into the phenomenon of formulaic language use in EFL contexts.

At the local level, by the use of American TV series, it is expected that the results of this study may help EFL learners to build up a better understanding of formulaic language. Also, the results of the study may be of benefit to EFL learners in terms of providing them with more authentic materials and introducing them to more autonomous and self-directed ways of meeting the target language in their EFL proficiency. The conversations in American TV series are similar to those in real-life and the use of these authentic audiovisual examples of everyday conversations to promote formulaic language use may provide guidance for stakeholders in terms of curriculum design, materials development, and classroom practices, which hopefully will shed light on formulaic language from the perspectives of EFL learners in Turkey.

Conclusion

In this chapter, the background of the study, the statement of the problem, the significance of the study together with the research questions of the study and key terminology to be used throughout the chapters have been introduced. The next chapter presents an overview of the related literature on formulaic language, its features, acquisition, and use. In the third chapter, the methodology in which the participants and settings, instruments, data collection procedures and data analysis of the study is explained in detail. The fourth chapter elaborates on the results of the data analysis by presenting the statistical findings emerged from the present study. The last chapter

presents conclusions according to the results from Chapter IV, as well as introducing pedagogical implications, limitations of the study, and suggestions for further research.

CHAPTER II: LITERATURE REVIEW

Introduction

In this chapter, the relevant literature for this study investigating the effects of watching an American TV series, *How I Met Your Mother (HIMYM),* on tertiary level EFL learners' use of formulaic language, will be reviewed in three main sections. The first section will present the definitions of formulaic language by covering its features and characteristics. The next section will discuss formulaic language use by native and non-native speakers of English by referring to the studies highlighting the significance of formulaic language in language development. Finally, the last section will cover the use of authentic videos, films, and TV series in EFL classrooms and their effects on formulaic language use.

Formulaic Language

Definitions of Formulaic Language

Recently, numerous researchers have attempted to define and categorize formulaic language. Many researchers have drawn their attention to the significance of fixed multiword expressions such as idiomatic chunks and collocations referred as "lexical phrases, multiword units, formulas, prefabricated chunks, ready-made units", and so forth in the literature (Foster, 2001; Howarth, 1998; Nattinger & DeCarrico, 1992; Wray, 2002). Formulaic language is another term used by many researchers throughout the history of language studies. The literature seems to own a huge amount

of terminology considering the studies targeting formulaic language, while what exactly formulaic language is still not crystal clear. According to Schmitt and Carter (2004) different researchers have studied formulaic language and noticed different things, which resulted in a variety of terms to explain various perspectives (p. 3). Theories may differ, labels may vary, yet it seems that researchers from various fields have been looking at the same phenomenon from different perspectives as Wray (2002) also grants:

> Both within and across subfields such as child language, language pathology, and applied linguistics, different terms have been used for the same thing, the same term for different things, and entirely different starting places have been taken for identifying formulaic language within data. (p. 4)

As Wray (2002) states in the above mentioned quote, different starting points have counted to field and the literature now seems to own a huge amount of terminology regarding formulaicity. Thus, Wray (2000) claims that "the last thing [the literature needs] is yet another term" (p. 464) to define formulaic language. With a purpose of summarizing what terms have been suggested so far to name formulaic language, she proposes a list of terms used to describe formulaicity in the literature.

Table 1

Terms used to describe formulaicity in the literature (adopted from Wray, 2000, p. 465).

amalgams – automatic – chunks – clichés – coordinate constructions – collocations – composites – conventionalized forms –F[ixed] E[xpressions] including I[dioms] – fixed expressions – formulaic language – formulaic speech – formulas/formulae – fossilized forms – frozen metaphors – frozen phrases – gambits – gestalt –holistic – holophrases – idiomatic – idioms – irregular – lexical(ized) phrases – lexicalized sentence stems – multiword units- noncompositional –noncomputational -nonproductive – nonpropositional– petrifications – praxons –preassembled speech – prefabricated routines and patterns – ready-made expressions – ready-made utterances – recurring utterances – rote – routine formulae – schemata –semi-preconstructed phrases that constitute single choices – sentence builders - stable and familiar expressions with specialized subsenses –stereotyped phrases – stereotypes – stock utterances –synthetic unanalyzed - chunks of speech

Formulaic language is mainly considered as the large units or multiword sets of lexical units which are strongly tied to each other to convey their meaning. These units cannot be omitted or replaced with their synonyms without losing their meaning (e.g., *shoot* a film, not *kill* a film). However, all the definitional and descriptive terms still seem problematic in terms of providing the field with a clear picture of the term. In an

attempt to shed light on the label of formulaic language and to clear the ground of fifty or more alternative terms about formulaicity, Wray (2002) indicates the definition of formulaic sequences:

> a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar. (p. 9)

Nevertheless, Wray keeps the term formulaic sequences as a specific, theory-sensitive definition. She uses formulaic language as a neutral mass uncountable noun, whereas formula as a neutral countable noun with formulas the plural and formulae as in the original form (Wray, 2008). Formulaic is considered as an umbrella term in most studies, though. For instance, Schmitt (2004) refers to formulaic sequences as an "overarching term for phraseology" (p. 3). According to Schmitt (2004), formulaic sequences can be distinct in terms of lexical composition as well as function: ranging from simple fillers (e.g., Sort of) and functions (e.g., Excuse me) over collocations (e.g.,Tell a story) and idioms (e.g.,Back to square one) to proverbs (e.g.,Let's make hay while the sun shines) and long standard phrases (e.g.,There is a growing body of evidence that).

Ellis (1996) contends that formulaic sequences are 'glued together' and 'stored as a single big word' forms (p. 111). According to him, formulaic sequences are recognized as single separate words as if they were tied to each other, and they are learnt

and kept in long term memory just as single words. Pawley and Syder (1983) refer to formulaic sequences as “sentence stems which are lexicalized” or “regular form-meaning pairings” (p. 192). They assume that formulaic sequences are the basics of the sentences formed from separate words which carry a form-meaning relationship within themselves. In a similar vein, Wood (2002) states that “definitions of formulaic language units refer to multiword or multiform strings produced and recalled as a chunk, like a single lexical item, rather than being generated from individual items and rules” (p. 3). Thus, he emphasizes the properties and roles of formulaic units as stating that they are composed of multiwords but used as single chunks. Nattinger and DeCarrico (1992) introduce lexical phrases, another term for formulaic language units:

> lexical phrases [are] form/ function composites, lexico-grammatical units that occupy a position somewhere between the traditional poles of lexicon and syntax; they are similar to lexicon in being treated as units, yet most of them consist of more than one word, and many of them can, at the same time, be derived from the regular rules of syntax, just like other sentences. (p. 36)

As can be seen, Nattinger and DeCarrico also treat formulaic language units as being composed of more than one word and most of them originating from regular rules of syntax. In their detailed study on formulaic language, Nattinger and DeCarrico (1992) introduce a very comprehensive categorization and description of formulaic language units, which they name as lexical phrases. According to their study, there are two types of lexical phrases:

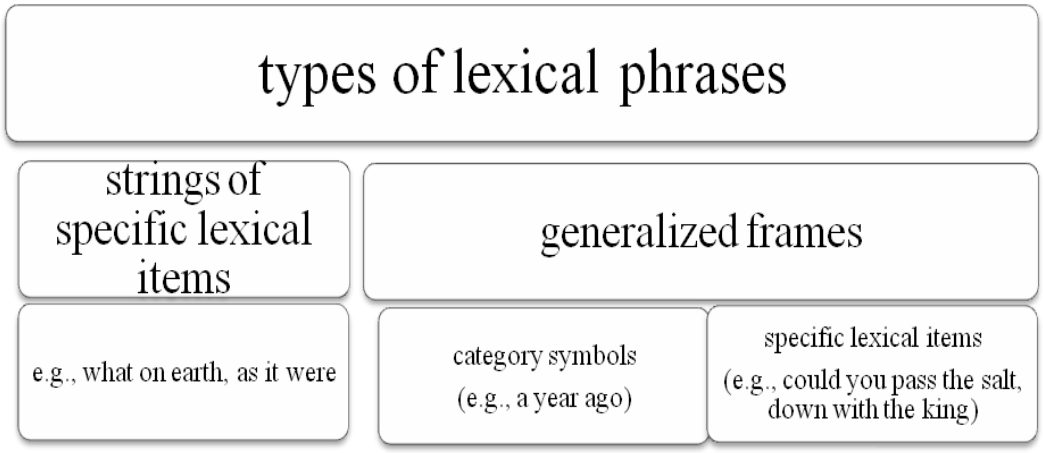

Figure 1. Types of lexical phrases (Nattinger & DeCarrico, 1992).

Nattinger and DeCarrico (ibid) also identify four large classes of lexical phrases: Polywords are phrases that act as single words, allowing no variability or lexical insertions (e.g., for the most part, by the way). Institutionalized expressions are sentence-length, invariable, and mostly continuous (e.g., how do you do, nice meeting you, long time no see). Phrasal constraints allow variations of lexical and phrase categories, and are mostly continuous (e.g., a year ago, a very long time ago, as I was saying, in summary). Sentence builders are lexical phrases that allow the construction of full sentences, with fillable slots, allowing lots of variation and insertions (e.g., I think that X, I think that it's a good idea, not only X, but also Y). Nattinger and DeCarrico (ibid) also categorize functions of lexical phrases into four large groups: social interactions, topics, discourse devices, and fluency devices and social interaction markers deal with conversational maintenance (e.g., pardon me, hello, what's up). Necessary topic markers are lexical phrases that mark topics often discussed in daily conversation (e.g., my name is_, I'm from __). Discourse device lexical phrases are

those that connect the meaning and structure of the discourse (e.g., as a result of _, nevertheless, because _). And the last group is fluency devices (e.g., you know, it seems (to me), by and large, so to speak). Their study is very detailed and informative in terms of providing the literature with a clear and comprehensible picture of categorization of formulaic language.

Formulaic Language Use by Native and Non-native Speakers of English

The use of formulaic language is considered to be a key point in fostering language fluency. Thus, formulaic language proficiency is crucial for natural or native-like language use (Nattinger & DeCarrico, 1992; Schmitt & Carter, 2004; Wray, 2002). Efficient use of formulaic language not only contributes to fluent language production and/or communication but also economizes the language processing load (Boers, Eyckmans, Kappel, Stengers, & Demecheleer, 2006; Ellis & Sinclair, 1996; Wood, 2002; Yorio, 1980). As it is fundamental to have fluent or native-like language production, formulaic language has been at the centre of a growing body of research investigating the case in native and nonnative speakers.

It is claimed that almost 80% of native language production is formulaic, whereas the amount is relatively low for English as a lingua franca (ELF) context (Altenberg, 1998). In order to investigate the situation in ELF context, Kecskes (2007) conducted a study in a spontaneous ELF communication with 13 adult participants from first languages of Spanish, Chinese, Portuguese, Telagu, Korean, and Russian. Focusing on the use of six types of formulaic units (grammatical, fixed semantic units, phrasal

verbs, speech formulas, situation-bound utterances, and idioms), Kecskes (2007) found that formulaic expressions occurred at a relatively low level (7.6 % of the total words). Although the data were very limited and cannot be generalized for lingua franca communication, there seems to be a significant difference between native speaker and lingua franca communication. As this difference may lead to communication breakdowns between native and nonnative speakers of English, the findings of the study highlight the importance of formulaic language acquisition.

Conklin and Schmitt (2008) also focused on formulaic sequences from the perspectives of native and nonnative speakers of English, yet found that both native and nonnative speakers of English understand formulaic sequences in context quickly and that these sequences are not more difficult to understand than literal sequences, which also highlights the processing advantage of formulaic sequences. Since skillful use of formulaic sequences is generally considered as mastery that comes late in the acquisition process, the findings of their study might have implications on second or foreign language acquisition. In contrast with their study; however, acquisition of formulaic sequences is considered to be a problematic area of the lexicon for English as a second language (ESL) learners (Bishop, 2004). Following Schmitt's (1990) Noticing Hypothesis, which asserts the importance of consciousness in second language learning, a computer technology based experiment with an online performance tracker was carried out to test whether noticing occurs. Bishop (2004) hypothesized that the formulaic sequences are not noticed and as a result not learned by ESL learners. The experiment was conducted with 44 ESL students who were pre- and post-tested with 20 low

frequency words and 20 synonymous formulaic sequences which were typographically salient. The students were provided with an online glossary which gave the definitions of the low frequency words with a single click and formulaic sequences with double clicks and all the numbers of clicks were stored and counted. The results were found to be consistent with the hypothesis that formulaic sequences were not noticed and so not learned by ESL learners, which also emphasizes the importance of formulaic language and draws attention to how second language learners lag behind in noticing formulaic elements in the target language.

With an attempt to explore the effect of formulaic language in language production, Wood (2006) investigated whether the use of formulaic language has an influence on the development of fluent language production. 11 ESL learners with L1 backgrounds of Spanish, Chinese, and Japanese, were asked to retell the silent animated films upon watching and their speech samples were collected through these narratives. A wide range of formulaic sequences was used in the narratives by the participants and it was found that the use of these formulaic sequences enabled an increase in the language fluency.

As can be seen, formulaic language does not only promote language development but also provides fluent language production. Thus, ways to integrate formulaic language into second or foreign language education plays a vital role in formulaic language acquisition. It is widely accepted that there is a gap between L2 learners and native speakers in terms of formulaicity and L2 learners are known to be slow to close that gap. The experimental and intervention studies published since 2004

on formulaic sequences in L2 were revieved in a recent article (Boers & Lindstromberg, 2012) and pedagogical treatments to close that gap were proposed in three groups: (a) drawing learners' attention to formulaic sequences as they are encountered, (b) stimulating lookups in dictionaries and the use of corpus tools, and (c) helping learners commit particular formulaic sequences to memory. In addition to this proposal, this study suggests that using authentic native media tools might contribute to EFL learners' formulaic language development. Thus, related studies in the literature about the use of native media tools, especially, videos, films, TV Series, are presented in the next section.

The Use of Authentic Videos, Films, and TV Series in EFL Classrooms and Their Effects on Formulaic Language Use

Media is shaping the world today with a wide range of products that have a great influence on educational settings and is regarded as an invaluable resource for stakeholders in terms of providing the classroom environments with authentic, audiovisual materials. In its simplest form, with a combination of discourse, sound, figures, and animation, such media products influence education in such a way that traditional teaching materials like course books, tape recorders, flashcards, and so forth might seem to be losing power. With the innovations educational technology faced in the last few decades, teachers have had the chance to benefit from more audiovisual materials at all levels of foreign language teaching which resulted in a tremendous amount of studies investigating the use of audiovisual materials such as films or videos in language learning process (Al-Surmi, 2012; Burt, 1999; Canning-Wilson, 2000;

Hayati & Mohmedi, 2011; Herron, Hanley, & Cole, 1995; Kikuchi, 1997; Koolstra & Beentjes, 1999; Kothari, Pandey, & Chudgar, 2004; Lewis & Anping, 2002; Meskill, 1996; Ryan, 1998; Weyer, 1999). Within the audiovisual materials, it is stated that videos facilitate learners with the use of audiovisual information to enhance their comprehension of what, by simply allowing learners to observe the gestures, mimics, facial expressions, and other aspects of body language that accompany speech (Richards & Gordon, 2004). In addition to videos, there have been studies in the field investigating the significance of TV series in language teaching (Aksar, 2010; Alcon, 2005; Brandt, 2005; Liontas, 1992).

TV series provide learners with real life conversations visually and auditorily, and their implications in the teaching process make the classroom more like the target culture environment. Thus, any aspect of productive skills might be covered much easily. Namely, oral communication competencies might be achieved in a more meaningful environment. Bearing in mind the numerous variables in choosing the appropriate TV series like learners` proficiency level, age, socio-cultural background, genre, and so forth, target interactional skills can also be taught in a more fun way. Additionally, vocabulary repertoire of the EFL or ESL learners might be developed with the use of TV Series. However, there is a relatively scarce amount of research in the literature examining the relationship between vocabulary learning and television watching (Webb & Rodgers, 2009). Among those studies targeting vocabulary learning through watching TV Series, formulaic language which makes up a significant amount of vocabulary repertoire, has largely been overlooked. Thus, there is a need to fill in this

gap to better explore the effects of watching TV Series on formulaic language use. As it is believed that the use of TV series contributes to all the aforementioned skills, it might also enhance formulaic language use of EFL learners.

Conclusion

In this chapter, the relevant literature about formulaic language, its definitions and characteristics, its significance and use by native and non-native speakers of English, and use of authentic videos, films, and TV series in EFL classrooms and their effects on formulaic language use have been reviewed. The next chapter will provide information about the methodology of the study including the setting and participants, the research design, materials and instruments, and finally procedures and data analysis.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study was to investigate the effects of watching an American TV Series, *How I Met Your Mother (HIMYM),* on tertiary level EFL learners' use of formulaic language. This study addressed the following research questions:

1. How do 'Formulaic Language Training with American TV Series' and 'Formulaic Language Training without American TV Series' groups differ from each other in their use of formulaic language in;

   a) pre-DCTs?

   b) post-DCTs?

   c) recall-DCTs?

This methodology chapter consists of six sections as the setting and participants, the research design, instruments, procedure, treatment, and data analysis. In the first section, the setting and participants are introduced with a detailed description. In the second section, the research design of the study is introduced briefly. In the third section, the instruments and materials that were employed in the data collection period are presented in line with the research design. In the fourth section, the data collection procedure including the consent of the institutions, recruitment of participants, and piloting the instruments is explained step by step. In the fifth section, the treatment is introduced in detail. In the final section, the data analysis procedure is introduced.

Setting and Participants

The study took place in the English preparatory program at the School of Foreign Languages at Akdeniz University, Turkey. This particular setting was chosen because of eligibility and convenience issues. Students enroll in the preparatory program in September and take a proficiency test prepared by the testing unit and then, according to their test results, they are placed into levels. This test included grammar, vocabulary, and all four skills (reading, writing, listening, speaking). Twenty-five hours of English are offered in the program together with the main course and skills integrated. For the main course and each skill lesson students are provided with different instructors and particular course books. All classrooms are equipped with computers, projectors, speakers, and the Internet. Instructors and students make use of these devices constantly throughout the year. Apart from the main course and skills lessons, students also receive regular video classes wherein they are supplied with the target language via videos in English and pre and post activities. All through the program, students receive 6 midterms (3 each semester) and 20 quizzes and a final exam at the end of the year. All their exam results add up to their overall success grades. Students are expected to score 70 out of 100 at the final exam to move on to their undergraduate studies in their departments. If their scores are below 70, students are obliged to take the final exam each year until they succeed before they graduate.

The participants of the study were upper-intermediate level students from both the English Language Teaching and the English Language and Literature departments. The participants were first placed into intermediate level according to the results of the

proficiency exam they took in September and moved on to upper-intermediate level in the second semester. There was an experimental and a control group. Each group had 33 students, in total 66 students. Table 2 presents the details about the participants.

Table 2

The distribution of the participants in the experimental and control groups

	Experimental Group	Control Group	Total
Female	23	19	42
Male	10	14	24
Total	33	33	66

The experimental and control groups had different instructors for the main course and skills lessons. To eliminate the teacher factor in the training, the researcher led the training in both groups.

Research Design

In this study, a quasi-experimental research design was followed in order to investigate the effects of watching an American TV Series, *How I Met Your Mother (HIMYM),* on tertiary level EFL learners' use of formulaic language. In accordance with the research design, data were collected through pre, post, and recall tests. The participants in the experimental group received formulaic language training together with watching the American TV Series *HIMYM*, while the participants in the control

group received a traditional training of formulaic language without watching any American TV Series. The instruments used for the training will be discussed in detail in the following section.

Instruments

In this study, a Discourse Completion Test (DCT) (See Appendix 1) was used as an instrument to collect data before and after the formulaic language training, and also at the end of the whole process as a recall test. Since DCTs require language production related to given context, they may be a good way to investigate participants' formulaic language use in the hypothetical situations provided. DCTs in this study contained 20 items, 9 of which required formulaic language production, while the rest required formulaic language comprehension and use. Each situation in DCTs was prepared according to the American TV Series *How I Met Your Mother* (HIMYM), which was used as a tool in formulaic language training. The reason for choosing *HIMYM* is that the corpus of the series was found to be rich by 37 % in terms of formulaic language in a recent study (Aksar, 2010). In his study, Aksar (2010) suggested that such TV series might be a good source of formulaic language for educational materials. Another reason for choosing this TV series is its compatibility with real spoken language. Since the plot is not based on extraordinary issues, the dialogues can be observed in everyday conversations, which makes it compatible with authentic language. Thus, *HIMYM* was chosen to be used as a tool to acquire formulaic language.

To check whether *HIMYM* was a good source of formulaic language, the scripts of each episode in each season were downloaded and analyzed via Concordance Program. Some examples of the results from the first season are given in the Appendices (See Appendix 2).

Before the piloting was carried out, DCTs containing 30 items were shared on Google docs with 10 native and 10 nonnative speakers of English. Their answers were collected online and compared with each other. According to the responses, 10 items in the DCTs were found to be irrelevant as they did not collect any target formulaic expressions. Thus, they were omitted and the number of items was reduced to 20. These 20 items received target formulaic expressions both from the native and nonnative speakers of English, so these items were chosen to be used as the instrument in the formulaic language training.

Procedure

Piloting. As a pilot study, data collection procedures were first carried out at the Gazi University School of Foreign Languages Intensive English Program. After the consent of Gazi University Intensive English Program administration was taken, experimental and control groups were formed from B1 level prep class English Language Teaching (ELT) students. Before the formulaic language training, both groups received pre-DCTs and the formulaic language training started the week after. The experimental group watched episodes 1, 8, and 21 of *HIMYM* as one episode every week. The experimental group was given pre- and post-watching exercises focusing on target formulaic expressions. After three weeks training, the experimental group

completed post-DCTs. On the other hand, the control group did not watch any episodes, yet had regular classes with exercises focusing on target formulaic expressions. After three weeks training, the control group also had post-DCTs. Scores of the DCTs were compared within the groups and between the groups as well. After two weeks interval, the same DCTs were given as recall-DCTs to both groups and answers were collected. Regarding the results of the groups, two of the items in the DCTs were changed and some of the instructions were made clearer so as not to cause difficulty among the participants.

Treatment

According to the Concordance program results, the first season episodes 1, 8, and 21 were found to be the richest sources of formulaic expressions, so were selected to be watched by the experimental group. Target formulaic language samples were chosen to be taught during the formulaic language training with the experimental and control groups. Hypothetical situations were created to be asked in the DCTs according to the scenes in the episodes watched. Furthermore, extra materials and exercises were prepared to be used within the groups during formulaic language training. Since the experimental group watched an episode every week in the formulaic language training, they had pre- and post-watching exercises all focusing on target formulaic expressions (See Appendix 3). However, the control group did not watch any episodes during the formulaic language training. They received regular classes with extra exercises all focusing on the chosen target formulaic expressions.

After all the necessary changes were made in the instruments, the consent of Akdeniz University School of Foreign Languages Intensive English Program was asked for the actual data collection. Once the permission was taken, experimental and control groups were formed from upper-intermediate level students from English Language Teaching (ELT) and English Language and Literature (ELL) departments. Details about the participants and setting were given in the participants and setting in sections of this chapter. Following the piloting procedure at Gazi University, a similar data collection process was conducted. In the first week of the data collection process, the participants in both the experimental and the control groups were delivered the consent forms in order to collect their permissions before conducting the study. Then both groups received pre-DCTs and their answers were collected to draw on their knowledge of formulaic language before the formulaic training. The following week, the formulaic language training started. The experimental group watched the episodes of *HIMYM* 1, 8, and 21 from the first season one by one every week. The episodes lasted for approximately 20 minutes each. The experimental group had pre- and post-watching exercises focusing on target formulaic expressions. Each formulaic training was carried out during one class hour every week which lasted for 50 minutes. Meanwhile, the control group had formulaic language training, too. However, they did not watch any episodes; they just had exercises and activities all focusing on the target formulaic expressions. The control group had formulaic language training within one class hour (50 minutes) every week in the three week period. After the three weeks training was completed, both groups received post-DCTs the following week. The answers from both

groups were collected and scored to be compared among each other. After a two-week interval, both groups completed the same DCTs as a recall test to check whether they still remembered the target formulaic expressions, or if there were any changes in their responses to the situations in the DCTs. These answers were collected and scored as well. All in all, together with the application of the DCTs and formulaic language training, the full procedure lasted for 8 weeks.

Data Analysis

The Statistical Package for Social Sciences (SPSS) 15.0 was used to analyze the data received from the DCTs. Firstly, the DCT scores were calculated by giving one point for each and every appropriate target formulaic response for each situation in the items. Since there were 20 items in the DCTs, scores were calculated out of 20 points. Next, the experimental and control groups' scores were entered into SPSS and a Normality Test was run to check the groups' homogeneity. Once the homogeneity results were found to be normal, pre-, post-, and recall-DCTs scores were analyzed through SPSS. Because the same DCTs were applied three times to both groups as pre, post, and recall, a One-Way Repeated-Measures ANOVA was administered to analyze the differences among the DCTs and between the groups. In order to answer the research questions and introduce significant difference, if any, between the DCTs and groups, all results were analyzed thoroughly. Following the results obtained through the ANOVA, gain scores of each group in pre-post, post-recall, and pre-recall DCTs were estimated. An Independent Samples T-Test was run to see the differences between the gain scores

of the groups. All in all, it was aimed to answer whether watching an American TV Series, *HIMYM*, has any effects on EFL learners' use of formulaic language.

Conclusion

In this methodology chapter, the setting and participants, research design, instruments, procedure, and data analysis were explained in detail. In the next chapter, findings of the data analysis will be presented.

CHAPTER IV: DATA ANALYSIS

Introduction

This study investigated the effects of watching an American TV series, *How I Met Your Mother (HIMYM),* on tertiary level EFL learners' use of formulaic language. This study addressed the following research questions:

1. How do 'Formulaic Language Training with American TV Series' and 'Formulaic Language Training without American TV Series' groups differ from each other in their use of formulaic language in;
   a) pre-DCTs?
   b) post-DCTs?
   c) recall-DCTs?

Data Analysis Procedures

Data collection procedures consisted of several steps to answer the research questions. First, once pre-, post-, and recall-DCTs were administered to both the experimental and control groups, the scores of the participants were obtained and entered into SPSS. Second, the distribution of the groups was analyzed by running a Normality Test. After the Normality Test results were gathered, a One-Way Repeated-Measures ANOVA was run for each group to investigate whether there was a significant difference among the pre-, post-, and recall-DCT scores. Finally, the gain scores of the groups were calculated through Microsoft Excel Program and these gain scores were entered into SPSS. An Independent Samples T-Test was run to check whether there was

a statistically significant difference between the gain scores of the experimental and control groups.

Results

In this chapter of data analysis, results will be introduced in three sections. In the first section, the general distribution of the groups will be presented according to the Normality Test results. In the second section, the effects of watching American TV series on tertiary level Turkish EFL learners' formulaic language learning will be focused on through the descriptive statistics showing the mean scores of the two groups. In the third section, the differences between the experimental and control groups in terms of their DCT scores will be presented through One-Way Repeated-Measures ANOVA and a closer look at the DCT responses from the experimental and control group participants will be presented. Then, gain scores of the experimental and control group will be introduced via Independent Samples T-Test results.

General Distribution of the Groups

In order to check whether the data met the assumptions of a parametric test, a Shapiro-Wilk test was run as it is suggested to be more powerful compared to the other tests of normality (Razali & Wah, 2011). The results indicated that the data coming from the pre-DCT scores for the experimental group (S-W = .943, df = 33, p = .082) and for the control group (S-W = .944, df = 33, p = .086) were normally distributed. While data coming from the post-DCT scores of the experimental group (S-W = .965, df = 33, p =

.348) were normally distributed, there was a non-normal distribution for the control group post-DCT scores (S-W = .903, df = 33, p = .006). As for the data coming from the recall-DCT scores, the control group was found to be normally distributed (S-W = .955, df = 33, p = .192) whereas the experimental group was non-normally distributed (S-W = .932, df = 33, p = .039). Although the Shapiro-Wilk test showed a non-normal distribution for the control group post-DCTs and the experimental group recall-DCTs, the Skewness and Kurtosis values for the experimental group recall-DCTs were between -1 and +1, suggesting a symmetrical distribution. The Skewness and Kurtosis values for the control group post-DCTs were 1.067 and 1.515. In light of these results, parametric tests were conducted to analyze the differences among pre-, post-, and recall-DCT scores of the experimental and the control groups.

The Descriptive Results for the Effects of Watching American TV Series on Tertiary Level Turkish EFL Learners' Formulaic Language Learning

In order to investigate the effects of watching American TV series on tertiary level EFL learners' formulaic language learning, differences of the DCT scores within the experimental and control groups were examined first by calculating descriptive statistics (See Figure 2).

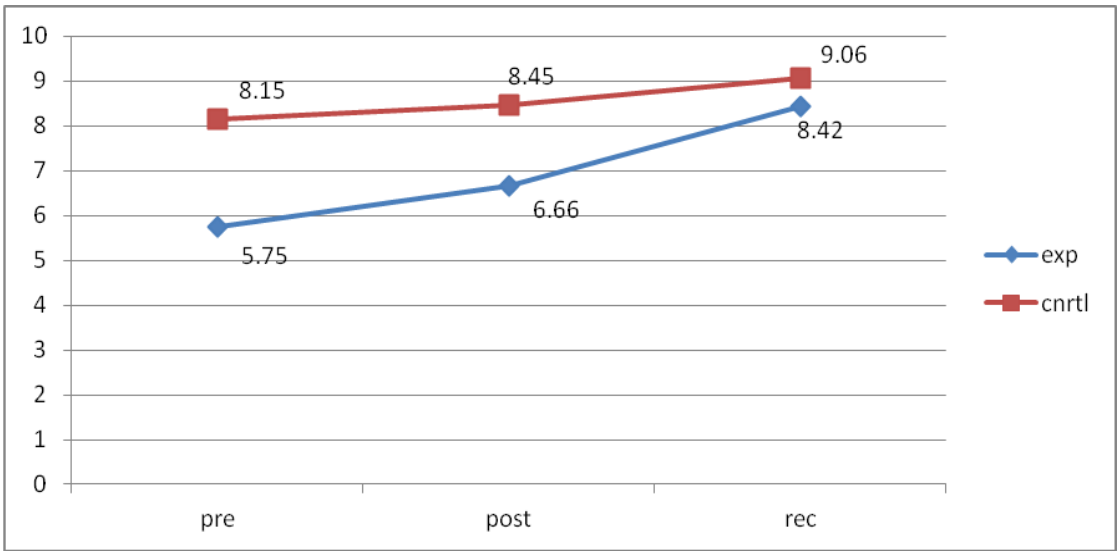

Figure 2. Experimental and control group means in pre-,post-, and recall-DCTs.

* Scoring is out of 20.

As shown in Figure 2, the pre-DCT mean of the experimental group is 5.75, while it is 8.15 for the control group. That is, at the beginning of the study, the control group performed higher in their use of FL in the DCTs. However, the experimental group's means increased in the post and recall-DCTs, 6.66 and 8.42 respectively. On the other hand, the mean of the control group for the post-DCT is 8.45 and it is 9.06 for the recall-DCT.

According to these descriptive statistics, both groups showed some progress in their learning of formulaic language although only the experimental group was shown American TV Series. The increase in the experimental group scores was expected due to the formulaic language training through watching American TV Series. However, the control group scores increased as well although the control group was not shown

American TV Series, yet had their regular classes with a traditional teaching of formulaic language. The important result, however, as shown in Figure 1, is that although there was a large difference between the pre-DCT scores of both groups, this gap decreased in the recall-DCT, which shows the effect of the FL training with videos on the experimental group. The next step in the analysis was to see whether the progress each group made was statistically significant.

Difference between the Groups in their Use of Formulaic Language

A One-Way Repeated-Measures ANOVA was conducted to compare the effects of watching American TV series on formulaic language learning in pre-, post-, and recall-DCT conditions for the experimental and control groups.

The experimental group's results.

A One-Way Repeated-Measures ANOVA was conducted to see the change in the experimental group for pre-, post-, and recall-DCTs.

Table 3

Experimental Group DCT Results According to One Way Repeated-Measures ANOVA

Experimental Group	Pre-DCT	Post-DCT	Rec-DCT	df	F	*p*
$\bar{x}$	5.75	6.66	8.42	1, 32	346.61	.00*
SD	2.44	2.94	2.52			

* = $p < .05$.

As can be seen in Table 3, there was a statistically significant difference among the experimental group's pre-, post-, and recall-DCT results, $F(1, 32) = 346.61$, $p = .00$. This result suggests that watching American TV Series helped the experimental group acquire the formulaic expressions taught. A further analysis was conducted to see the examples from the participants in terms of their use of formulaic expressions.

DCT #1			
1st Situation:	You are hanging out at a party and suddenly you bump into an old friend: You: Hey, is that you, David? David: Oh my God! You: …….		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*I couldn't find your phone number because …*	*Where were you?*	*OMG!Nice to see you again!*
Participant # 2	*Wow!What are you doin here?*	*Oh man! Long time no see!*	*Oh!Nice to see you again.What's up?*

Figure 3. The experimental group Participants # 1 and # 2 responses to DCT # 1 in pre-, post-, and recall-DCTs.

As shown in Figure 3, Participant # 1 and # 2 did not use any formulaic expressions in the pre-DCT; however, with the help of the formulaic language training through watching American TV Series *HIMYM*, they used formulaic expressions in post- and/or recall-DCTs. Participant # 1did not use any appropriate formulaic expressions in pre- and post-DCTs; however, he provided a brief formulaic expression which is appropriate for the given situation. Participant # 2, on the other hand, seems to have used formulaic expressions more and frequently. In the post-DCT, he answered with a native-like informal formula *long time no see* while in the recall-DCT, he used the formula *what's up* which was commonly used in the episodes they watched during the formulaic language training. He seems to grasp the social contexts he can apply this formula to.

DCT # 3	
3rd Situation:	You have just rented a flat and started to live there. But a few days later, your landlady wanted you to leave the flat. You don't want to leave but you don't have a written lease. You don't know what to do, so you tell the situation to your friend: You: I can't believe it! She is tossing me out on the street! Your friend: Oh, you're so screwed! You: ……

	Pre-DCT	Post-DCT	Recall-DCT
Participant # 2 .	*Exactly!*	*Yes, I have to find a new apartment.*	*That's OK. I'll figure it out.*
Participant # 3	*I won't leave the flat.*	*I don't want to leave this house.*	*I won't let her kick me out!*
Participant # 4	*I don't know what I'll do. I'm so sorry.*	*Yes, I feel so bad. Damn it!*	*Yes, I'm so screwed.*

Figure 4. The experimental group Participants # 2, # 3, and # 4 responses to DCT # 3 in pre-, post-, and recall-DCTs.

Figure 4 provides a situation which is familiar to the ones shown in the episodes watched during the formulaic language training. Regarding the responses, participants seem to understand the given context and the formulaic expressions used in the situation. Respectively, they use formulaic expressions in their responses such as *damn it* or *kick out* or *figure out.*

DCT #4	
4th Situation:	Your friend John is very good with girls. He can easily attract girls with his words. Whenever you hang out together, he always makes a new girlfriend. You are together with a group of friends at a pub and John makes a girlfriend again. You are surprised and ask your friends about his skill and they say: Your friends: He has the greatest pick-up lines of all times! You: ……

	Pre-DCT	Post-DCT	Recall-DCT
Participant # 4	*Oh nice!*	*I agree with you.*	*I think so.* *He drives them crazy.*
Participant # 5	*Like Barney Stinson? I get it.*	*Meh… those girls are pathetic.*	*Yeah, he has gift from the big guy above us.*

Figure 5. The experimental group Participants # 4 and # 5 responses to DCT # 4 in pre-, post-, and recall-DCTs.

As Figure 5 suggests, Participant # 5 seems to have a prior knowledge about the selected material *HIMYM*. In DCT #4, he understands the context and relates it to the previous experience he had out of watching *HIMYM*. He knows the character Barney Stinson, and relates the formulaic expression *pick up lines* with him. This also suggests that watching American TV Series promotes formulaic language learning. Participant # 4, another participant from the experimental group, shows approval in pre- and post-DCTs and she uses a formulaic expression *drive someone crazy* in the recall-DCTs as a similar meaning to the given formulaic expression *pick up lines*.

DCT #6			
6th Situation:	Your friend is in love with a girl from the school but he is too shy to ask her out. You encouraged him a million times but he couldn't even look at her. This time he promised he wouldn't be afraid to ask her. But the next day, he comes to you saying: Your friend: I couldn't ask her, the moment wasn't right. You:……		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 2	*Are you kidding me? You must talk…*	*Are you kidding me?*	*Are you kidding me? Did you chicken out?*
Participant # 6	*Come on, you can do that.You should be brave.*	*Come on,you should be brave. Just go and talk*	*Hey!Did you chicken out?You should be brave.*

Figure 6. The experimental group Participants # 2 and # 6 responses to DCT # 6 in pre-, post-, and recall-DCTs.

As shown in Figure 6, both Participant # 2 and # 6 used formulaic expressions like *are you kidding me* and *come on*. In the recall-DCTs, they both used the formulaic expression *chicken out* which was one of the target key phrasal verbs in the episodes shown during the training. It seems that they both learned and used it appropriately.

DCT #9			
9th Situation:	You want to get married but you can't find the right person. Your cousin finds you a girl/boy and wants you to meet her/him. So, they arrange a date for you. When you are going to the meeting place, you bump into a friend and s/he asks: Your friend: Hey, what are you up to? You: …….		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 2	*(no answer)*	*I'm just waiting for my friend.*	*I've a blind date.*
Participant # 3	*OMG! Strange coincidences always find me.*	*I've a blind date. What about you?*	*I've a blind date.*
Participant # 5	*Umm nothing. I'll go shopping…*	*I'll eat meal with a girl who I never met before.*	*I'll go on a a blind date. Wish me luck!*
Participant # 7	*I'm going to meet my boyfriend.*	*Oh nothing. I'll just have a coffee.*	*I'm going on a. blind date.*

Figure 7. The experimental group Participants # 2, #3, #5 and # 7 responses to DCT # 9 in pre-, post-, and recall-DCTs.

As Figure 7 shows, Participant # 3 learned and used the target formulaic expression *blind date* in the post- and recall-DCTs. The context provided here is similar to the one the participants watched in the episodes during the training. Participant # 7, # 5, and # 2 did not use any formulaic expressions in pre- and post-DCTs; however, they used the correct formulaic expression in the recall-DCTs. This also suggests that watching American TV Series *HIMYM* had a long term effect on formulaic language use. Thus, they responded appropriately with the target formulaic expression as a long term effect which was measured with the recall-DCTs applied two weeks after the

training. The participants completed the training and after a two week interval, they were given the recall-DCTs. Their answers reveal that they still remember the formulaic expressions in the long term.

DCT #13			
13th Situation:	It is late in the evening and you invite your best friend to your favorite place before it closes at midnight. S/he seems reluctant as it is too late but you think you can still have a drink. In order to encourage her/him, you say: You: …….		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 2	*You should try wine at this place.*	*We can drink one more, c'mon.*	*I guess we gotta chance for last call.*
Participant # 3	*It's my favourite place and everybody knows me there*	*C'mon,let's make a last call.*	*Let's make a last call, guys.*
Participant # 5	*Just one more drink. After that, I swore to God, we'll go home.*	*It's not too late,c'mon.*	*Oh,c'mon,we have enough time for last call.*

Figure 8. The experimental group Participants # 2, #3, and # 5 responses to DCT # 13 in pre-, post-, and recall-DCTs.

As Figure 8 shows, the target formulaic expression expected here was *last call*. This formulaic expression was introduced in the episodes watched during the training. According to Figure 8, all three participants seem to have learnt and used it in the recall-DCTs. Participant # 3, on the other hand, used it in both post- and recall-DCTs as *make a last call* although it was *make last call* in the episodes. Participant # 5 and # 2 attributed some minor changes to the expression and used it as *time for last call* and

chance for last call. Moreover, they all used another formulaic expression *come on* with an informal typing *c'mon*. As the situation asks for some encouragement here in DCT #13, they used the formulaic expression *come on* as a way to encourage the person in the situation, which reveals that they completely acknowledge the meaning and use of *come on* as it was so frequently used in the episodes.

With a closer look at some of the DCT items, it can be concluded that the participants in the experimental group picked up some of the formulaic expressions presented in the episodes and used them effectively especially in the recall-DCTs. Thus, it can be concluded that watching American TV Series *HIMYM* has an effect on formulaic language use in the long term.

The control group's results.

Contrary to the experimental group, the control group did not watch any episodes of the selected material American TV Series *HIMYM,* yet received traditional teaching of formulaic language instead. In order to compare the effects of watching American TV series on formulaic language learning in pre-, post-, and recall-DCT conditions, a One-Way Repeated-Measures ANOVA was conducted.

Table 4

Control Group DCT Results According to One Way Repeated-Measures ANOVA

Control Group	Pre-DCT	Post-DCT	Rec-DCT	df	F	*p*
$\bar{x}$	8.15	8.45	9.06	1, 32	288.73	.00*
SD	3.80	3.16	3.38			

* = $p < .05$.

As Table 4 indicates, there was a statistically significant difference found among the control group's pre-, post-, and recall-DCT results, $F(1, 32) = 288.73$, $p = .00$. That is, there was a change in DCT scores across three different time periods (pre, post, recall). This result suggests that traditional teaching was also effective for the control group and learners acquired the formulaic expressions taught. A further analysis was conducted to see the examples from the participants of the control group in terms of their use of formulaic expressions.

DCT # 3	
3rd Situation:	You have just rented a flat and started to live there. But a few days later, your landlady wanted you to leave the flat. You don't want to leave but you don't have a written lease. You don't know what to do, so you tell the situation to your friend: You: I can't believe it! She is tossing me out on the street! Your friend: Oh, you're so screwed! You: ……

	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*Yes, I think so.*	*Yes, it is a big deal.*	*Tell me about it.*

Figure 9. The control group Participant # 1 responses to DCT # 3 in pre-, post-, and recall-DCTs.

According to Figure 9, the participants were expected to deduce the context which was similar to the hypothetical situations studied during the traditional teaching of formulaic language. The situation was introduced with a few formulaic expressions such as *toss somebody out on the street* and *to be so screwed.* Participant # 1 first used a formulaic fixed phrase to show agreement in the pre-DCT. In the post-DCT, she used the formulaic expression *deal* to describe the situation. In the recall-DCT, she used the formulaic expression *tell me about it* to show confirmation. This result suggests that the participant learned the formulaic expressions studied during the traditional training and adapted it to the contexts where necessary.

DCT # 4			
4th Situation:	Your friend John is very good with girls. He can easily attract girls with his words. Whenever you hang out together, he always makes a new girlfriend. You are together with a group of friends at a pub and John makes a girlfriend again. You are surprised and ask your friends about his skill and they say: Your friends: He has the greatest pick-up lines of all times! You: ……		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*Oh, I see now.*	*Well, stay tuned.*	*Yeah, I know*.

Figure 10. The control group Participant # 1 responses to DCT # 4 in pre-, post-, and recall-DCTs.

As shown in Figure 10, Participant # 1 used formulaic expressions in pre- and post-DCTs showing that she inferred the formulaic expression *pick up lines* used in the situation. In the recall-DCTs, she responded confirming that she received the information given in the situation.

DCT # 5			
5th Situation:	You are together with your best friend in the classroom and s/he is crying because her/his boyfriend/girlfriend left her/him. Some of your classmates see you and come to you asking: Your classmates: Hey, what's wrong with her/him? You: ……		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*She's upset because she's left by…*	*She just got dumped by her …*	*His girlfriend broke up with him.*

Figure 11. The control group Participant # 1 responses to DCT # 5 in pre-, post-, and recall-DCTs.

As shown in Figure 11, Participant # 1 did not respond with a formulaic expression in the pre-DCT. However, she used the exact target formulaic expression in the post-DCT *get dumped by* which was practiced during the traditional formulaic language teaching. Instead of responding with a verb as she did in the pre-DCT, she chose to respond with the formulaic expression she learnt which she thought would fit to the given situation. In the recall-DCT, on the other hand; she used another formulaic expression *break up with someone* which can be counted as a synonym for the target formulaic expression.

DCT #9			
9th Situation:	You want to get married but you can't find the right person. Your cousin finds you a girl/boy and wants you to meet her/him. So, they arrange a date for you. When you are going to the meeting place, you bump into a friend and s/he asks: Your friend: Hey, what are you up to? You: …….		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 2	*I'm just wandering around.*	*I'm just wandering.*	*I've a blind date.*

Figure 12. The control group Participant # 2 responses to DCT # 9 in pre-, post-, and recall-DCTs.

In Figure 12, Participant # 2 did not use any formulaic expressions in the pre- and post-DCTs. However, in the recall-DCTs, she used the target formulaic expression which was taught in the traditional formulaic language training.

DCT # 10			
10th Situation:	Your brother told you a secret and you swore to God to keep it. Your mother saw you talking and wanted to learn what it was about. You are sure to keep your promise and you don't want your mother to insist, so you say: Your mother: Hey, will you tell me what you were talking about? You: …….		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*Please Mom, we can have a secret, can't we?*	*It's a long shot, Mom. I'm sorry.*	*There's no way!*

Figure 13. The control group Participant # 1 responses to DCT # 10 in pre-, post-, and recall-DCTs.

As shown in Figure 13, Participant # 1 used the formulaic expression *it's a long shot* to mean that the Mom in the situation would not succeed. This formulaic expression was studied during the traditional teaching of formulaic language, yet with distinct hypothetical contexts. Participant # 1 seems to have fully gained the meaning of the formulaic expression and knows how to adapt it to different situations. Furthermore, Participant # 1 used another formulaic expression in the recall-DCTs in order to show resistance towards the mother in the situation. This formulaic expression was also practiced during the formulaic language training. The Participant # 1 seems to remember both formulaic expressions and use them interchangeably.

DCT # 11			
11th Situation:	You just went to a café to have dinner and there you ran into a friend.You say: You: …….		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*I'm pleased to see you.*	*What a nice coincidence.*	*What's up, honey?*
Participant # 2	*Oh! How are you? Let's have dinner together.*	*Oh! How are you?*	*What's up?*

Figure 14. The control group Participants # 1 and # 2 responses to DCT # 11 in pre-, post-, and recall-DCTs.

As shown in Figure 14, both participant # 1 and # 2 replied with fixed phrases in the pre- and post-DCTs. In the recall-DCTs, they both used the target formulaic expression which sounded more native-like. As this formulaic expression was practiced during the traditional formulaic language training, both participants seemed to have learned and remembered it.

DCT # 12			
12th Situation:	You are at a pub with your friends and one of them goes to the bar to get the drinks for you. There s/he runs into a friend and starts chatting. After waiting for 10 minutes, you get angry and yell at your friend: You: …….		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 2	*I've been waiting for 10 minutes…*	*What's taking so long?*	*I don't have to wait while you're chatting.*

Figure 15. The control group Participant # 2 responses to DCT # 12 in pre-, post-, and recall-DCTs.

According to the Figure 15, Participant # 2 did not know the target formulaic expression to use in the pre-DCTs, thus preferred to reply with a descriptive, long sentence. This formulaic expression *what's taking so long* was taught during the formulaic language training within different contexts. Participant #2's answer in the post-DCTs shows that she learnt the expected formulaic expression and used it appropriately in the given situation. However, she did not use it in the recall-DCTs, which reveals that she might have forgotten it. This result suggests that traditional teaching of formulaic expressions might not have a long term effect. Formulaic expressions taught in a lesson traditionally without watching American TV Series *HIMYM* might not help learners remember the expressions in the long term.

DCT #13

13th Situation: It is late in the evening and you invite your best friend to your favorite place before it closes at midnight. S/he seems reluctant as it is too late but you think you can still have a drink. In order to encourage her/him, you say:
You: …….

	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*Come on, time is enough to drink something.*	*Come on, we can still make last call.*	*Come on, we still have a last call.*
Participant # 2	*At least we can drink something and then…*	*Come on, we can still make a last call.*	*Maybe a last call, please.*

Figure 16. The control group Participants #1 and # 2 responses to DCT # 13 in pre-, post-, and recall-DCTs.

As shown in Figure 16, Participant # 1 used only the formulaic expression *come on* in the pre-DCTs whereas Participant #2 did not use any formulaic expressions. However, they both used the target formulaic expression *last call* in the post-DCTs, which suggests that they learnt it during the formulaic language training. In the recall-DCTs, results reveal that the participants still remembered the target formulaic expression, yet they either attributed some minor changes to the exact form or could not fully remember it. This finding might also draw on the previous conclusion for Figure 16, suggesting that traditional formulaic language training without watching American TV Series *HIMYM* might not have a long term effect.

DCT #16

16th Situation: You saw your boyfriend/girlfriend with another girl/boy at a bar last night. S/he does not know that you saw her/him. You want to learn what is going on and decide to ask her/him the next day: You: …….

	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*I saw you at a bar last night. Please tell me…*	*You must be up-front. Tell me about last night.*	*What was going on last night when...*
Participant # 2	*Who is the girl that you…*	*Where have you been… You should be up-front.*	*Where have you been…*

Figure 17. The control group Participants # 1 and # 2 responses to DCT # 16 in pre-, post-, and recall-DCTs.

As shown in Figure 17, both participants used the formulaic expression *to be up-front* to mean honesty in the post-DCTs. This formulaic expression was practiced during the traditional formulaic language training yet with distinct contexts. Post-DCT results suggest that they both acknowledged the meaning of the formulaic expression and applied it to different situations where necessary. However, they again failed to remember and use the formulaic expression in the recall-DCTs. Participant #1 only used a phrasal verb as a formulaic expression.

DCT #19			
19th Situation:	You are in love with your best friend. You want to tell her/him about your feelings, but your other friends think that it is risky. You may lose her/him as a friend forever. Your friends warn you that it is a bad idea but you are so determined that you will try it no matter how risky it is, so you say: You: …….		
	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*I know it can be risky but… I gotta take the leap!*		*You don't have to but take a leap!*
Participant # 2	*I don't want to…*	*No matter how risky it is, I gotta take the leap!*	*You must do it. Take a leap!*

Figure 18. The control group Participants # 1 and # 2 responses to DCT # 19 in pre-, post-, and recall-DCTs.

According to the Figure 18, both participants used the target formulaic expression *take the leap* in post- and recall-DCTs to mean *take someone's chances.* As this formulaic expression was studied during the formulaic language training, it seems that both participants learnt and remembered the formulaic expression correctly.

DCT # 20

20th Situation: You are having coffee with your friend at café and there is a guy at the next table who is staring at your friend all the time. Your friend is also smiling at him. You wonder why and ask your friend about it:
You: ……

	Pre-DCT	Post-DCT	Recall-DCT
Participant # 1	*He is staring at you… Please tell me why.*	*Hey, what's going on?*	*What's his deal with you?*
Participant # 2	*What is relationship between yours?*	*Hey, what's this boy's deal?*	*What's his deal?*

Figure 19. The control group Participants #1 and # 2 responses to DCT # 20 in pre-, post-, and recall-DCTs.

As shown in Figure 19, the expected responses with formulaic expressions were what's his *deal* or why is he *checking* you *out* and both participants used it in post- or recall-DCTs. Participant # 1 used another formulaic expression in the post-DCTs which was also accepted according to the given situation. When the responses were examined in pre-, post-, and recall-DCTs, Participant # 2, for instance, moved from the basic words like *relationship* towards more native like formulaic expressions like *deal.* This change in the responses might be due to the effects of traditional formulaic language training on the participants.

When the responses from the participants of the control group were examined, it can be concluded that the control group participants had also some progress in formulaic

language use although they were not shown the American TV Series *HIMYM,* yet had traditional teaching of formulaic language. Nevertheless, this progress might have resulted from the similarity between the learning styles of the participants and the traditional teaching of formulaic language during the treatment. As the participants are so used to learning through the teacher and written materials used during the class since the early stages of their learning experience, they might have easily adapted to the traditional teaching of formulaic language during the treatment and succeeded.

As these results indicate, both groups made progress in the use of formulaic language. In order to check whether there is a statistically significant difference between the control and experimental groups' pre-, post-, and recall-DCTs, a further analysis was carried out.

Difference between the gain scores of the groups.

In order to check whether the progress of the experimental group was greater than that of the control group, the first step was to calculate gain scores for each group by using Microsoft Office Excel. Each subject's scores in both groups in pre-, post-, and recall-DCT conditions were entered to an Excel file. The subjects' pre-DCT scores were subtracted from their post-DCT scores, and gain 1 scores were gathered. Post-DCT scores were subtracted from recall-DCT scores, and gain 2 scores were achieved. Finally, pre-DCT scores were subtracted from recall-DCT scores, and gain 3 scores were calculated. In order to see whether there was a statistically significant difference

between the gain scores of the experimental and the control group, an Independent samples t-test analysis was conducted.

Gain 1 scores.

An Independent samples t-test was conducted to compare gain1 scores in the experimental and control groups.

Table 5

The Difference in Gain 1 Scores of the Experimental and Control Groups

Gain 1 scores	Descriptives		T- test		
	$\bar{x}$	*SD*	*df*	*t*	*p*
Experimental	.90	2.57	64	.77	.43
Control	.30	3.65			

$p < .05$ level (two-tailed)

As Table 5 indicates, the experimental group showed more progress between pre- and post-DCTs due to the formulaic language training through watching American TV Series *HIMYM* (experimental group $\bar{x}$ = .90, SD = 2.57; control group $\bar{x}$ = .30, SD = 3.65). However, this difference was not found to be statistically significant.

Gain 2 scores.

An Independent samples t-test was run to compare gain 2 scores in the experimental and control groups.

Table 6

The Difference in Gain 2 Scores of the Experimental and Control Groups

Gain 2 scores	Descriptives		T- test		
	$\bar{x}$	*SD*	*df*	*t*	*p*
Experimental	1.75	3.102	64	1.50	.13
Control	.60	3.101			

$p < .05$ level (two-tailed)

As Table 6 indicates, the means of the experimental group was nearly triple that of the control group (experimental group $\bar{x}$ = 1.75, SD = 3.102; control group $\bar{x}$ = .60, SD = 3.101), which means the participants of the experimental group used formulaic language almost three times more when compared to the participants in the control group. However, no statistically significant difference was found in the gain 2 scores

Gain 3 scores.

An Independent samples t-test was conducted to compare gain 3 scores in the experimental and control groups.

Table 7

The Difference in Gain 3 Scores of the Experimental and Control Groups

Gain 3 scores	Descriptives		T- test		
	$\bar{x}$	*SD*	*df*	*t*	*p*
Experimental	2.66	2.34	64	2.60	.012
Control	.90	3.09			

$p < .05$ level (two-tailed)

As Table 7 displays, the experimental group showed more progress between pre- and rec-DCTs due to the formulaic language training through watching the American TV Series *HIMYM.* There was a statistically significant difference found in the gain 3 scores in the experimental group ($\bar{x}$ = 2.66, SD = 2.34) and the control group ($\bar{x}$ = .90, SD = 3.09); t(64) = 2.60, p = .012 ($p < .05$). These results reveal that there is a significant effect of watching American TV Series *HIMYM* on formulaic language use. The fact that these gain 3 scores were obtained by subtracting the pre-DCT scores from recall-DCT scores, it can be concluded that there is a long term effect of watching

American TV Series HIMYM on formulaic language use. As the results suggest, participants of the experimental group tend to remember and use more formulaic expressions than those in the control group.

Conclusion

This chapter presented the findings of the data collected via pre-, post-, and recall-DCTs. First, normality test results regarding the experimental and control groups were introduced in Section I. Next, descriptive statistics regarding the experimental and control group pre-, post-, recall-DCT scores were given in Section II. Then, statistical test results obtained via One-way repeated measures ANOVA and Independent samples t-test were presented in Section III.

The next chapter will focus on the discussion of the results, pedagogical implications, limitations, and suggestions for further research.

CHAPTER V: CONCLUSION

Introduction

The purpose of this study was to investigate the effects of watching an American TV Series, *How I Met Your Mother (HIMYM),* on tertiary level EFL learners' use of formulaic language. This study addressed the following research questions:

1. How do 'Formulaic Language Training with American TV Series' and 'Formulaic Language Training without American TV Series' groups differ from each other in their use of formulaic language in;
   a) pre-DCTs?
   b) post-DCTs?
   c) recall-DCTs?

In order to answer these research questions, an experimental and a control group were formed at Compulsory Preparatory School of Foreign Languages at Akdeniz University, Antalya, Turkey. The sample size comprised of 33 students in each group, 66 in total. The participants of the study were upper-intermediate level students from both English Language Teaching and English Language and Literature departments. All groups were administered a pre-DCT before the training to identify their knowledge of formulaic language. After the pre-DCT, the experimental group received a three-week formulaic language training through watching an American TV Series, *HIMYM.* In this three-week period, the control group received a traditional formulaic language training

without watching an American TV Series *HIMYM.* Once the three weeks of formulaic language training was completed, both groups received the same pre-DCTs as post-DCTs to examine the improvement the participants have made at the end of the training. After a two-week interval, both groups completed the same DCTs as a recall-DCT to check whether they still remember the target formulaic expressions, or if there were any changes in their responses to the given situations in the DCTs.

As the first step of data analysis, pre-, post-, and recall-DCTs were analyzed and the raw scores of the participants were obtained to enter into SPSS. Second, the distribution of the groups was analyzed by running the Normality Test. After the Normality Test results were gathered, a One-Way Repeated-Measures ANOVA was run for each group to investigate whether there was a significant difference among the pre-, post-, and recall-DCT scores. Finally, gain scores of the groups were calculated using the Microsoft Excel Program and these gain scores were entered into SPSS. An Independent Samples T-Test was run to check whether there was a significant difference between the gain scores of the experimental and control groups.

This chapter consists of four main sections. In the first section, the findings that emerged from this research will be discussed in detail by referring to the relevant literature. In the next section, the pedagogical implications will be presented. In the third section, the limitations of the study will be discussed, and in the final section, suggestions for further research will be introduced.

Findings and Discussion

The findings and discussion relating to the results of the study which investigated the effects of watching an American TV series, *HIMYM*, on tertiary level Turkish EFL learners' use of formulaic language will be introduced in accordance with the results of the experimental and the control groups and the difference in between the groups.

The Experimental Group

The results of the study indicated that there was a statistically significant difference among the experimental group's pre-, post-, and recall-DCT results. Analysis of the DCT scores indicated that the participants in the experimental group increased the number of the formulaic expressions they used respectively in post- and recall-DCTs when compared to pre-DCTs. Although they used some of the formulaic expressions inaccurately, they still preferred to use formulaic language more after the training. This finding might reveal that formulaic language training raised awareness among the participants and created stimulus towards formulaic language use.

As the results of the present study suggests, the experimental group showed a statistically significant difference in DCT scores. This difference may be attributed to the formulaic language training the participants received through watching an American TV series, *HIMYM.* As suggested by the literature (Canning, 2000; Canning & Wallace, 2000), the use of videos provides learners with contextual support to visualize and comprehend the target key elements of the language. As audiovisual materials provide learners with the necessary information to predict and infer ideas, learners analyze the

world that is brought to them via video instruction. In line with this, it can be concluded that with the help of videos, the learners gained access to the target culture where formulaic expressions were frequently used and in the similar situations created in the DCTs, they assumed themselves in the target culture and acted respectively by using the target formulaic expressions they experienced in the videos. As the results of the large scale survey by Canning (2000) suggests, learners maintain positive attitudes towards learning language through videos. This might also reveal the influence of videos on learners' formulaic language comprehension and use.

As suggested by Harmer (2003), the best way to learn a language is to be exposed to it. In countries where English is learnt as a foreign language, learners might not have the chance to be exposed to the target language in their daily lives. In order to overcome this disadvantage, contexts should be created to let EFL learners experience the target language. In an EFL classroom, using authentic materials is an effective way of exposing EFL learners to the target language. Within many types of authentic materials, TV shows in particular, soap operas and sitcoms, are often preferred by ESL stakeholders as they comprise linguistic features of natural conversation (Al-Surmi, 2012). Following a multidimensional analysis, Al-Surmi (2012) found that sitcoms reflect the linguistic features of natural conversation compared to soap operas. In line with these studies, the present study used TV series as an authentic tool to foster formulaic language use. As the corpus of the American TV Series *HIMYM* was found to be rich in terms of formulaic language in a study by Aksar (2010), the increase the experimental group made in terms of formulaic language use may be attributed to the

effect of watching *HIMYM.* Since the episodes were compatible with target culture daily life conversations consisting of common formulaic expressions, the experimental group had the chance to be exposed to these situations and experience the use of these formulaic expressions. As their experience of formulaic language use was also supported with extra pre- and post-watching materials, the participants were influenced positively towards the use of formulaic language. On the basis of these findings, it can be concluded that formulaic language training through watching *HIMYM* was effective in terms of the participants' formulaic language use. However, this effect may be attributable to the participants' interest in the materials used during the training. As *HIMYM* is considered to be one of the most popular TV Series around the world, the participants were in favor of watching it during the training, thus participated in the classes more attentively and willingly. Yet, although the development the experimental group made was statistically significant, it is suggested that the results be interpreted cautiously as the control group also made a significant progress in terms of formulaic language use.

The Control Group

The results of the study indicated that there was a statistically significant difference among the control group's pre-, post-, and recall-DCT results. The participants in this group did not watch any episodes of the selected material American TV Series *HIMYM,* yet received traditional teaching of formulaic language instead. However, they still made progress in terms of their use of formulaic language. This

finding may be attributed to the traditional teaching of formulaic language they received during the treatment. As the participants are accustomed to learning through the teacher and written materials used during the class since the early stages of their learning experience, they might have easily adapted to the traditional teaching of formulaic language during the treatment and succeeded.

In the literature, it is widely acknowledged that nature of language is mainly formulaic and competence to use formulaic language is an important step to nativelike, fluent language proficiency (Pawley & Syder, 1983; Wray & Perkins, 2000). Most of the studies in the literature focused on EFL learners' use of formulaic language rather than ESL learners' and target proficiency level was more often upper-intermediate to advanced rather than beginner (Paquot & Granger, 2012). In line with this, the present study also investigated EFL learners' formulaic language use and the proficiency level of the participants was upper-intermediate to advanced. Even though the participants in the control group did not watch *HIMYM*, they received a traditional teaching of formulaic language with a variety of materials other than videos such as handouts and slideshows with a special emphasis on formulaic language. Furthermore, they enrolled in classroom activities and tasks all focusing on formulaic language. Overuse and practice of the target formulaic expressions during the treatment might be attributed to the increase in the DCT scores of the control group. The participants' use of these frequently practiced formulaic expressions is referred as "collocational teddy bears" by Nesselhauf (2005) as it is believed that learners feel secure using them. Since the participants heavily practiced these phrases during the treatment, they might have felt confident

using them in the given situations in DCTs. Due to the given reasons, the participants in the control group may have made progress in terms of their use of formulaic language.

All in all, the treatment in the present study with or without the use of videos was influential on both groups as their awareness was raised via noticing activities. The role of instruction in noticing activities was explored by Boers, Eyckmans, Kappel, and Demecheleer (2006), who suggested that raising learners' awareness about what promotes their use of formulaic language. The results of their study might confirm the findings of the present study in the sense that raising students' awareness through formulaic language training with or without videos might have developed their use of formulaic language.

Difference between the developments of both groups

As mentioned earlier, both the experimental and the control groups showed a statistically significant progress in their use of formulaic language at the end of the formulaic language training they received with or without watching an American TV series *HIMYM.* When the progress made by both groups was compared with each other, no difference was found in the post-DCTs but in the recall-DCTs; it was found that the experimental group made a statistically significant difference. As the recall-DCTs were assigned to both groups two weeks after the treatment, this finding might result from the long term effects of the two distinct treatments each group received.

This significant difference the experimental group made in the recall-DCTs might be attributed to the long term effects of watching videos on the participants'

comprehension and retention of the target key features of the language, namely target formulaic expressions here. Formulaic expressions are believed to be stored in the long-term memory as single units and in order to be stored, they must be experienced in real, natural communication and practiced extensively (Wood, 2000). According to Wood (2000), frequent exposure to formulaic language input might provide learners with the competence to produce natural communication in English. As the participants in the experimental group watched *HIMYM* as a part of the formulaic language training, they might have felt more confident remembering the formulaic expressions they learned and using them in the situations in the recall-DCTs. Since the episodes the experimental group participants watched helped them to create a solid link between the target formulaic expressions and their meanings as well as their use in specific contexts, they might have easily visualized these formulaic expressions when given in the situations in the recall-DCTs. In their study, Heron, Hanley, and Cole (1995) investigated the effects of twelve different videos on FL learners' comprehension and retention of information and found that learners scored higher when videos are used with advanced organizers. The formulaic language training with the experimental group in the present study included advanced organizers such as pictures and/or visual stimuli as well as the videos, which might have effects on the recall-DCT scores. Along with the videos, other materials and tasks might have provided the participants with the contextual support they needed in remembering the formulaic expressions.

Furthermore, the literature on the use of media (e.g., Aksar, 2010; Al-Surmi, 2012; Brandt, 2005; Burt, 1999; Canning-Wilson, 2000; Hayati & Mohmedi, 2011;

Koolstra & Beentjes, 1999; Kothari & Pandey & Chudgar, 2004; Lewis & Anping, 2002; Liontas, 1992; Ryan, 1998; Webb & Rodgers, 2009; Weyer, 1999) highlights the importance of using audiovisual materials especially in the form of videos in incidental language learning. A number of experimental studies in the literature have focused on the incidental acquisition of a foreign language through watching foreign language TV. In an empirical study, for instance, Kuppens (2010) found that participants who frequently watched subtitled English TV programs and movies scored significantly higher on translation tests. In line with this finding, in the present study, the success of the participants in the experimental group might also result from watching the TV Series frequently during the formulaic language training.

The findings of this study confirm the previous literature on the effects of watching American TV series on formulaic language use. The quantitative analysis conducted by comparing the results of the pre-, post-, and recall-DCTs of each group indicated that after the formulaic language treatment, both groups attained significantly higher scores. This result might imply that formulaic language treatment, be it via TV Series or not, was influential on both groups. However, when the gain scores of the groups were compared, it was found that the experimental group showed a statistically significant difference in the recall-DCTs. This might reveal that the traditional treatment was also influential but not for the long-term. Thus, the control group might not have shown long-term effects in the recall-DCTs. In accordance with these findings, it is evident that formulaic language training is of great importance in developing learners' formulaic language comprehension and use. What is more, it can be argued that

watching American TV series has a positive long term effect on learners' formulaic language use.

Pedagogical Implications

The present study introduces important pedagogical implications that can provide insights into the future teaching practices regarding formulaic language use.

The first and foremost implication relates to the need for incorporating formulaic language into the classroom pedagogy. Earlier studies in the literature (e.g., Ellis & Maynard & Simpson-Vlach, 2008; Lewis, 1997; Nattinger & DeCarrico, 1992; Schmitt, 2004; Weinert, 1995; Willis, 1990; Wray, 1999) addressed the issue by providing classroom applications or lexis based methodologies mainly focusing on collocations or other types of formulaic language. Since formulaic language is regarded as the key element to native-like language production, ways to integrate it with the language teaching methodology and teacher training programs would be an important implication drawn from this study. Raising awareness among the instructors regarding the importance of formulaic language should be the initial step. Instructors should be aware that formulaic language training plays a vital role in acquisition and production. The literature also supports the claim that formulaic language is comprised of multiword units and stored as a whole in the long-term memory. Thus, attention should be given to ways to teach them in the lessons and facilitate their acquisition. Another implication of the present study would be related to the language teaching institutions. Administrators at universities in Turkey, should encourage the instructors and curriculum designers to

create syllabi providing the learners with enough input and opportunity to learn and further practice formulaic language.

The implications of the present study would also relate to materials designers. Since formulaic language is considered as the heart and soul of native-like language, it is essential for fluent language production (Kecskes, 2007). Native speakers of languages are claimed to have preferred ways of saying things (Wray, 2002), and the knowledge of these preferred ways serves as a basis for native-like language. Since formulaic language is integral for fluent language production, finding ways to integrate it into the classroom materials is of great importance. Formulaic language is believed to be stored as wholes in long-term memory (Wood, 2002; Wray, 2002; Miller & Weinert, 1998), thus contextualized instruction might play an important role in learning and storing formulaic elements for the long term. Integrating context into the forefront of formulaic language teaching might result in a more meaningful learning process for the learners to acquire formulaic language. As context comprises all features of the target language and culture, contextualizing the instruction might mean bringing the world outside into the classroom environment. As the findings of the present study suggest, American TV Series might play an important role as authentic contextual materials in terms of creating a real life-like context in the target culture and providing the learners with the necessary input and opportunity to acquire formulaic language. As the significant results of watching American TV Series on learners' formulaic language use in the long-term memory highlights, ways of integrating these TV series into the language teaching materials should be explored by the materials designers. Along with the TV Series, advanced

organizers and pre- and post-watching activities should be organized to foster formulaic language learning.

To conclude, all stakeholders including the administrators, curriculum developers, materials designers, and instructors can draw on the findings of the present study to shape curricula, create syllabi, develop materials, and conduct classes accordingly.

Limitations of the Study

There are a number of limitations of the present study suggesting that the findings should be interpreted with caution. To begin with, time constraint was the major limitation of the study. As the study had to be conducted within a limited time period, the formulaic language training only lasted three weeks. It would have been better if the time frame for the treatment period had been longer. Time constraint had also negative effects on the interval between the formulaic language training and the administration of the DCTs. The pre-DCT was administered one week before the treatment started and the post-DCT was administered one week after the treatment ended. The recall-DCTs, which aimed to measure long-term effects of the treatment, had to be administered only two weeks after the post-DCTs. Such a limited time interval might not have been enough to evaluate long-term effects. All in all, together with the administration of the pre-, post-, and recall-DCTs, the present study had to be conducted over eight weeks. Although a great deal of progress has been observed in both groups, such a time period is not enough for the participants to foster formulaic language use.

Another limitation of the study was the setting and the participants. The classes participants enrolled in were not set by the researcher before the research; they were already determined by the institution, Akdeniz University, at the beginning of the first semester according to a proficiency exam. Also, there was non-random sampling in the study and each group started with a different mean. If there was a random sampling and same mean score among the groups, there would have been different results. Therefore, it might not be possible to generalize the findings as they may change depending on the individual differences of the participants, different proficiency levels, and the institution the study is conducted.

Suggestions for Further Research

On the basis of the findings and the limitations of the study, suggestions can be provided for further research. To begin with, the present study was conducted with upper intermediate level participants. Thus, it may not be possible to generalize the findings since the results might change with different proficiency levels. For further studies, different proficiency levels might be examined. Secondly, the sample size can also be expanded for further research. Since the present study was carried out with 66 participants, another study could be conducted with a larger sample size to reach more generalizable findings. Furthermore, as the time constraint was the main limitation to this study, for future research studies, it might be advisable that the time period be extended and the training applied for a longer time period. Similarly, as the effect of

recall was measured only with a two week interval after the post-DCT, it might be advisable to be measured after a longer interval.

In line with the aim of the study, the present study employed DCTs as the data collection instrument. For further research; however, different research designs and data collection instruments could be adopted. For instance, interviews with participants and instructors can be conducted in order to gain more insights about the formulaic language training. Attitude scales can also be conducted to better explore the participants' attitudes towards the formulaic language training and/or use.

Finally, the present study used the American TV Series *HIMYM* as an authentic material to foster formulaic language use. Further studies, on the other hand, could adopt other authentic materials such as authentic texts, songs, or movies to explore which one of them aids and facilitates formulaic language use more. In a similar vein, how to adopt and use these authentic materials in a classroom environment can also be examined and different methods can be compared and evaluated.

Conclusion

This study investigated whether watching an American TV Series affected tertiary level Turkish EFL learners' use of formulaic language. Even though both the TV Series watching and the traditional treatment groups made progress in their use of formulaic language at the end of the formulaic language training, the TV Series watching group's development is statistically much higher than that of the traditional treatment group in the recall-DCTs, which indicates the long-term effects of watching

American TV Series *HIMYM*. The findings revealed that formulaic language training through watching American TV Series is effective in improving the students' formulaic language use. The findings of the present study are also in line with the literature which emphasizes the influence the use of authentic media tools has on foreign language acquisition (e.g., Aksar, 2010; Al-Surmi, 2012; Brandt, 2005; Burt, 1999; Canning-Wilson, 2000; Hayati & Mohmedi, 2011; Koolstra & Beentjes, 1999; Kothari & Pandey & Chudgar, 2004; Lewis & Anping, 2002; Liontas, 1992; Ryan, 1998; Webb & Rodgers, 2009; Weyer, 1999)

As the neglect of formulaic language training is a well-known fact, especially in Turkey, although there were limitations to the study, this research might provide EFL learners and practitioners with a new way of fostering formulaic language use. Major problems EFL learners face in formulaic language comprehension and use have been highlighted in the literature (e.g., Kecskes, 2007); however, to the knowledge of the researcher, how to diminish these problems with the use of authentic media tools have not been subjected to any research before. Therefore, this study might assist EFL learners to overcome these problems and contribute to the literature by looking at the effect of watching an American TV Series on Turkish EFL learners' use of formulaic language. To conclude, it is hoped that the findings of the present study and pedagogical implications discussed earlier in this chapter will help practitioners gain insights into the effectiveness of watching an American TV Series on EFL learners' use of formulaic language and assist learners in overcoming the problems they face regarding formulaic language comprehension and use.

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APPENDICES

Appendix 1: Discourse Completion Test (DCT)

Name/Surname: **Class:**

Please read the situations below and imagine yourself in it. Then write down what you think you or the person in the situation would say. Please try to respond to each situation naturally, so do not spend a lot of time thinking about your responses. You can use as much or as little space as you need.

Situations

1 You are hanging out at a party and suddenly you bump into an old friend:
You: Hey, is that you, David?
David: Oh my God!
You:
_____

2 You are arguing with your girlfriend/boyfriend about where to eat. You want to eat at an Italian restaurant but s/he wants to eat at a Chinese restaurant. S/he is so strict and stubborn that you can't change her/his mind. S/he says:
Your girlfriend/boyfriend: It is a Chinese restaurant or no dice!
You:
_____

3 You have just rented a flat and started to live there. But a few days later, your landlady wanted you to leave the flat. You don't want to leave but you don't have a written lease. You don't know what to do, so you tell the situation to your friend:
You: I can't believe it! She is tossing me out on the street!
Your friend: Oh, you're so screwed!
You:
_____

4 Your friend John is very good with girls. He can easily attract girls with his words. Whenever you hang out together, he always makes a new girlfriend. You are together with a group of friends at a pub and John makes a girlfriend again. You are surprised and ask your friends about his skill and they say:
Your friends: He has the greatest pick-up lines of all times!
You:
_____

5 You are together with your best friend in the classroom and s/he is crying because her/his boyfriend/girlfriend left her/him. Some of your classmates see you and come to you asking:

Your classmates: Hey, what's wrong with her/him?
You:

_____

6 Your friend is in love with a girl from the school but he is too shy to ask her out. You encouraged him a million times but he couldn't even look at her. This time he promised he wouldn't be afraid to ask her. But the next day, he comes to you saying:

Your friend: I couldn't ask her, the moment wasn't right.
You:

_____

7 Your housemate keeps bringing friends at home. Your house is always crowded and noisy. Tomorrow you have a really important exam and you are very stressed. You get angry when your housemate says again:

Your housemate: Hey, those guys you met last week are coming up tonight.
You:

_____

8 Your house is a mess. You are doing the cleaning but your housemate is playing PS instead. You get angry and say:

You: Hey, will you help me with the cleaning?
Your housemate: No way! I'm winning the game here, give it a break, will you?
You:

_____

9 You want to get married but you can't find the right person. Your cousin finds you a girl/boy and wants you to meet her/him. So, they arrange a date for you. When you are going to the meeting place, you bump into a friend and s/he asks:

Your friend: Hey, what are you up to?
You:

_____

10 Your brother told you a secret and you swore to God to keep it. Your mother saw you talking and wanted to learn what it was about. You are sure to keep your promise and you don't want your mother to insist, so you say:

Your mother: Hey, will you tell me what you were talking about?
You:

_____

11 You just went to a café to have dinner and there you ran into a friend. You say:

You:

_____

12 You are at a pub with your friends and one of them goes to the bar to get the drinks for you. There s/he runs into a friend and starts chatting. After waiting for 10 minutes, you get angry and yell at your friend:

You:

_____

13 It is late in the evening and you invite your best friend to your favorite place before it closes at midnight. S/he seems reluctant as it is too late but you think you can still have a drink. In order to encourage her/him, you say:

You:

_____

14 You have a presentation in the class today, so you are very excited. You need some encouragement from your friends, so you say:

You:

_____

15 Your friend wants to quit school and find a job instead. You think it is a big mistake and you want to change his mind.

You:

_____

16 You saw your boyfriend/girlfriend with another girl/boy at a bar last night. S/he does not know that you saw her/him. You want to learn what is going on and decide to ask her/him the next day:

You:

_____

17 It's late in the evening and there are no buses left. You need a ride home and your bestfriend has a car. You decide to call:

You: Hey, can you do me a favor?

Your friend: Anything, bro.

You:

_____

18 You share your house with two roomies. You used to get on well with them but nowadays they don't care about you at all. They are doing everything together and they don't even ask you about your opinion. You feel like you are left alone and you complain about it to your parents:

You:

_____

19 You are in love with your best friend. You want to tell her/him about your feelings, but your other friends think that it is risky. You may lose her/him as a friend forever. Your friends warn you that it is a bad idea but you are so determined that you will try it no matter how risky it is, so you say:

You:

_____

20 You are having coffee with your friend at café and there is a guy at the next table who is staring at your friend all the time. Your friend is also smiling at him. You wonder why and ask your friend about it:

You:

_____

Appendix 2: Concordance Program Results Samples

Concordance Program results samples from *HIMYM* season 1 script. In this output, examples of the formulaic sequences like collocations, phrasal verbs, fixed expressions made with 'come' are presented (made with unregistered version of Concordance).

COME.....66

	Come on, no purple tuba?	929
	Come on, you're covering it.	946
	Come on up.	1337
	Come on, man, you said your stomach's	1511
	Come on. We always go to MacLaren's.	1942
and come meet us in Philly.		2353
when guys come up... Check it out.		2446
Marshall, don't come to Philly.		2600
Please come with us, gentlemen.		2638
- Oh, come on!		2788

TED; Don't come to Philly, 2890
to come over and talk to me, but I just... 3001
Be my guest, come on. 3309
What? Come on. 3527
- Come live with us. 3780
Come on, Barney, I'm sure they've talked 3840
Come on, Barney, 3918
Come on, Daddy. 4078
he'll come and talk to me about it. 4412
Oh, come on! You know damn well, 4682
Come on, Marshall. 5066
- Come on, we just wanna help out. 5812
Get your butts out here. Come on. 5948
All right, let me see that. Come on. 6464
Oh, I wish I could come with you guys, 7281
Come on, Lily. 7432
Come on, it's New Year's Eve. 7616
Ted, come on, we have 7667
- Come on. It's only a 20-minute detour. 7677
- You guys wanna come? 7869
- But... Come on. Moby's party. 7913
You guys gonna come in? 7984
Come on, it's gonna get nuts in there. 7993
- Come on! Come on, 8444
- Come on! Come on, 8444
- I know. I know. Come on. 8508
- Come on. 8509
Let's do this! Come on! In! Go, go, go! 8550
- No, come on. 8595
- No, come on. 8596
- Three minutes! Come on! 8605
- Come on! 8606
- Hey. Come on in. 8669
Come on, Marshall, 8826
And here come the paramedics. 8945
Come on, guys, you're embarrassing me. 8987
What are you... Come on. 8996
for her to come to me. 9116
Come on, man, I didn't recruit you 9353
Tracy, could you come in here, please? 9376
- Come on, Lily. 9667
- I know you do. Come here. 9866
How come Marshall isn't doing 9883
Come on! It's an adventure. 9919

I need you to come up to Dutchess County	10043
- Oh, come on.	10212
Uh, Gate 23. Come on.	10587
Listen to me, I need you to come	11286
Oh, come on. You're not even going	11381
Come on, were they?	12018
Ted, come on.	12309
Come on, buddy.	12453
Come on!	12638
Only $4.50 has come out.	12647
- Come on, Marshall.	13248
Come on, Marshall.	13658

Appendix 3: Formulaic Language Training Sample Exercises

Pre-watching: ***Week 2***

Class discussion:

- What is important in a friendship?
- Do you share a house with a friend? How do you get on? Is it difficult to share a place with someone? Are there any tips for roomies to be good friends?

Post-watching:

Look at these underlined phrases from the episode you have just watched. Can you guess what they mean?

1. No way!
2. You're making this up.
3. Well, still, legally they can't just toss you out on the street, you have a lease.
4. And why is that girl checking you out?
5. Okay, seriously, what is this girl's deal?
6. Put it on my tab!
7. Well, stay tuned. I'm working on some stuff.
8. But in the meantime, wish me luck.
9. They're totally edging me out. I didn't believe it, but you're right.
10. Told you.
11. He'll just let it fester under the surface until he does something big.

12. Passive-aggressive.
13. Okay, you're on a blind date.
14. You know, if you felt this way, you could have just been up- front.
15. All set.

a. a social meeting between a man and a woman who have not met before
b. to throw something/ someone away angrily and impatiently
c. it is impossible
d. Give me some encouragement
e. to have a look at
f. problem
g. Everything is ready
h. Let it grow inside you without saying anything
i. to create, to produce
j. To throw someone away
k. I already told you,see.
l. Keep watching
m. Not doing anything actively but just being angry in a passive way
n. Honest
o. I'll pay later on

Class discussion:

- What is a healthy communication? When a problem occurs at home, do you talk about it with your roomies? Do you avoid talking about it? Or do you let it fester under the surface until it becomes something bigger and passive-aggressive?
- What is '*Lemon Law'* for cars? http://www.carlemon.com/
- What is Barney's *Lemon Law?*